

Childminder

Unique reference number (URN): EY338602

Registered with Ofsted: 29/12/2006

Registers: EYR, CCR, VCR

Inspection report: 11 December 2025

Exceptional

Strong standard

Expected standard

Needs attention



Urgent improvement



Safeguarding standards not met

The childminder has not ensured that there is an open and positive culture around safeguarding. This puts children at significant risk of harm.

The childminder does not have a secure knowledge of her safeguarding responsibilities. She has not informed Ofsted about changes to people living or working on the premises where childminding is taking place. Due to Ofsted not being informed of these changes, the required suitability checks have not been completed for the new assistants working with her. The childminder is including these assistants in her child-to-staff ratios without their suitability being checked.

The childminder has failed to ensure that all those working with children understand their safeguarding responsibilities. She is unable to demonstrate that assistants have the required knowledge to identify and report any concerns about children in their care. This includes whistleblowing procedures to follow in the event that they have any concerns about those working with children.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Needs attention

Achievement

Needs attention 

Children make limited progress because they are not receiving the targeted support they need from all adults in the setting. They do not make the progress they are capable of in their speech and language because some adults do not consistently engage them in conversation. As a result, they are not becoming confident talkers and are not regularly able to interact with others.

Children develop listening skills and learn some new words during some planned activities when they are supported by the childminder. For example, during a planets activity, children name objects and respond to questions from the childminder. Those who have specific language needs are learning how to follow routines and join in with activities when the childminder uses visual prompts. However, because these strategies are not consistently implemented by all adults, progress is limited for all children, including those with special educational needs and/or disabilities.

Children develop early mathematical understanding through practical experiences, such as sorting blocks into sets of 2 and 3 where they practise counting and learn about quantity. They manage some tasks independently, and this is encouraged through the daily routines.

They learn about responsibility as they tidy away resources and manage personal care with support.

Behaviour, attitudes and establishing routines

Needs attention 

Children do not consistently receive the same level of support from all adults. This affects how well some children manage routines, take turns and regulate their feelings independently. Routines are in place, and children show familiarity with the daily structure. However, adults do not consistently support children to follow routines calmly and remain engaged in purposeful play to develop their attention skills and good attitudes to learning. At times, children flit between several different activities and show a lack of focus and concentration.

Children build warm relationships with the childminder and show confidence to explore when supported. Children respond positively when they receive praise and gentle reminders about expected behaviours. However, this approach is not consistent from all those working with the children to ensure boundaries and expectations are clearly reinforced throughout the day.

Some children play alongside each other, are beginning to share resources and practise taking turns. However, for children who find this more difficult, the support is not consistent from all adults working with them. This inconsistent support means behavioural expectations of the setting are not reinforced by all to ensure children understand what is expected of them.

The childminder communicates regularly with parents and carers to support consistency between home and the setting. The childminder also ensures parents understand the importance of regular attendance.

Children's welfare and wellbeing

Needs attention 

Arrangements to promote children's welfare and safety are not consistently secure as not everyone working with children understands their roles and responsibilities. This affects how well children are supported and the extent to which their needs are consistently met by all adults working with them.

The childminder provides caring support that promotes children's health and comfort. She responds sensitively to children's emotional and physical cues and offers reassurance during transitions such as settling in, tiredness and teething. Children follow daily hygiene routines, including handwashing and toothbrushing, and the childminder respects children's privacy and dignity during personal care.

Children benefit from regular outdoor play and physical activity, supporting coordination and wellbeing. The environment is clean and organised so children can explore safely.

Clear procedures are in place to help children settle when they first start at the setting and to support their emotional wellbeing. The childminder works well in partnership with parents to

ensure she gathers useful information to learn more about them and their routines. This enables the childminder to better meet their individual needs.

Curriculum and teaching

Needs attention 

The childminder does not ensure that all those working with children have the required knowledge and skills to be able to deliver the curriculum effectively to maximise children's learning across all areas. Teaching does not consistently maximise children's learning. Adults do not always communicate expectations clearly or provide consistent support and challenge. This means some children do not benefit equally from the curriculum. Inconsistent interactions reduce opportunities for children to deepen understanding, practise language and build skills securely over time.

The childminder offers a range of purposeful activities linked to children's interests and experiences. Children also enjoy story-based play as they act out stories. They pour and measure water and explore story props, which supports early mathematical thinking and fine motor control. Children sing and join in confidently with familiar nursery rhymes, practising their language and recall skills.

Children with special educational needs and/or disabilities and those with additional language needs are included in activities. The childminder uses visual prompts and repetition to help children follow routines. However, these strategies are not used consistently enough to ensure that all children build and secure learning over time.

Inclusion

Needs attention 

Inclusion is not consistently embedded across routines and learning experiences. Support for children who need additional help is not applied consistently, which limits participation for some children. The childminder does not ensure that those working with children have a sufficient understanding of English to enable them to interact and communicate with all children effectively. This reduces how effectively adults explain routines, reinforce expectations and support children to join in confidently. These inconsistencies are evident in how routines and learning experiences are implemented.

The childminder builds positive relationships with children and knows them well. She works in partnership with parents and engages with external agencies, including specialist support services, to help meet children's individual needs. The childminder models key words and uses some visual support, including dual-language labels and prompts, to support children with additional language needs. These strategies help children to communicate their needs within familiar routines.

Children generally play alongside their peers and show interest in one another. They benefit from predictable routines and encouragement that supports confidence. However, adaptations are not applied consistently enough to ensure that all children, including those with special educational needs and/or disabilities or those who may face other barriers to learning, participate fully. There is a lack of consistency in providing targeted support for children to ensure that all children make secure progress from their starting points.

Urgent improvement ●

Leadership and governance

Urgent improvement ●

The childminder has not ensured that statutory requirements are followed with sufficient rigour. Weaknesses in oversight and compliance have a negative impact on the consistency of children's experiences and the security of safeguarding arrangements. Systems for monitoring staffing arrangements, record-keeping and procedures are not effective enough to ensure safe and compliant practice is sustained.

The childminder provides a welcoming environment and builds positive relationships with children and families. She plans activities linked to children's interests and stages of development. The childminder communicates with parents and carers and celebrates children's milestones, which supports continuity and working in partnership.

However, the childminder does not monitor practice closely enough to ensure that expectations are applied consistently by all adults working with children. Arrangements for supervising and supporting adults working with children are not strong enough to ensure consistent teaching, communication and guidance across the day. Supervision arrangements are not effective in identifying areas for development and to ensure everyone has the required knowledge and skills to carry out their role effectively.

⊗ **Compulsory Childcare Register requirements**

This setting has not met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

Voluntary Childcare Register requirements

This setting has not met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

What it's like to be a child at this setting

The childminder does not have a secure knowledge of her safeguarding responsibilities to ensure all those working with children have the associated knowledge and skills to safeguard children in their care. Children's experiences are not consistently inclusive across the day. Some children do not participate fully in key routines such as snack time. This reduces opportunities for them to develop social communication, learn alongside others and build a sense of belonging. This limits children's independent choices, creativity and sustained engagement in play. As a result, children do not always benefit equally from the curriculum and daily routines.

Children benefit from warm interactions with the childminder and enjoy time spent with familiar adults. However, adults do not consistently support children to remain engaged, participate in routines and access learning opportunities throughout experiences offered. Children sometimes move between several activities within a short period of time. They are not always encouraged to persevere on tasks and develop their concentration skills, to maintain purposeful play and learning.

Children enjoy music and singing, and these are part of the familiar routines. Children join in with nursery rhymes such as 'Twinkle, Twinkle Little Star' and 'Incy Wincy Spider'. They copy actions, listen attentively and show enjoyment. Children also explore construction resources, stacking and toppling bricks, showing enjoyment and confidence to experiment. These experiences support children's early coordination skills.

Children benefit from trips into the community, including visits to local parks, the library and soft-play centres. These experiences help children become familiar with their local environment and practise social skills in different settings. However, the childminder does not consistently adapt routines and activities so that children who face barriers to learning,

including those with special educational needs and/or disabilities or those who may need additional support, participate fully.

Next steps

The provider is not meeting the requirements of the Early years foundation stage and Childcare register and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to have taken the following actions by the assigned date:

Action	Completion Date
ensure any assistants have been deemed as 'suitable' by Ofsted before including them in child:staff ratios	31/12/2025
ensure staff have sufficient English to meet children's needs and ensure their wellbeing	31/12/2025
ensure any assistants have the required safeguarding knowledge and understand the safeguarding policies and procedures, including those around whistleblowing.	31/12/2025

To meet the requirements of the Early years foundation stage and Childcare register the provider must take the following action by the assigned date:

Action	Completion Date
improve the delivery of the curriculum for communication and language.	31/12/2025

About this inspection

The inspector spoke with the childminder and assistants during the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Inspector:

Rita Dome

About this setting

Unique reference number (URN): EY338602

Type: Childminder

Registration date: 29/12/2006

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 08:00 - 18:00

Local authority: Wandsworth

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 11 December 2025

Children numbers

Age range of children at the time of inspection

1 to 3

Total number of places

9

Our grades explained

Exceptional ●

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard ●

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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